School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Oliver Wendell Holmes Junior High School
Address	1220 Drexel Dr. Davis, CA 95616
County-District-School (CDS) Code	57726786060396
Principal	Jean Kennedy
District Name	Davis Joint Unified School District
SPSA Revision Date	10/8/2019
Schoolsite Council (SSC) Approval Date	5/27/2020
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

The parents, students, faculty and support staff at Holmes Junior High School are committed to the achievement of excellence in academics and all other curricular pursuits. They are also committed to the cultivation of individual abilities and talents in a supportive environment where respect for individual and group differences and for the rights of others guide behavior. Students, parents, school staff, and community members work together, at school and at home, to achieve maximum growth and development for all students. Holmes Junior High is characterized by a strong feeling of community and Holmes Patriot PRIDE.

School Profile

At Holmes, our common purpose is to support the highest possible academic, social, and emotional growth of all students. The principles that will guide us in our work in support of this common purpose:
At Holmes, we promote and protect a strong classroom instructional program.
At Holmes, we are a respectful, inclusive community.
At Holmes, students are connected to school and motivated.
At Holmes, everyone is safe.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school Site Council reviewed and discussed the goals at their meetings throughout the school year. The Site Council consists of teachers, parents, and students. Various input was given at these meetings by the following groups- AVID, WEB, HSA, ASB, and other groups.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.55%	0.86%	0.59%	4	6	4
African American	2.35%	1.86%	2.06%	17	13	14
Asian	21.72%	23.57%	23.42%	157	165	159
Filipino	1.24%	0.86%	0.88%	9	6	6
Hispanic/Latino	18.40%	18.71%	17.82%	133	131	121
Pacific Islander	0.28%	0.29%	0.29%	2	2	2
White	51.18%	46.86%	46.1%	370	328	313
Multiple/No Response	%	%	8.54%			2
			Total Enrollment	723	700	679

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	213	232	219
Grade 8	238	223	237
Grade 9	272	245	223
Total Enrollment	723	700	679

Conclusions based on this data:

1. Holmes has a seen a decline in student enrollment similar to the rest of the district.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	35	33	40	4.8%	4.7%	5.9%
Fluent English Proficient (FEP)	144	144	145	19.9%	20.6%	21.4%
Reclassified Fluent English Proficient (RFEP)	9	0	7	23.1%	0.0%	21.2%

Conclusions based on this data:

1. Holmes has worked hard to reclassify students to RFEP.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	236	211	231	223	207	218	222	207	218	94.5	98.1	94.4
Grade 8	270	236	221	257	224	207	257	224	207	95.2	94.9	93.7
All Grades	506	447	452	480	431	425	479	431	425	94.9	96.4	94

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2591.	2605.	2614.	34.68	40.10	43.12	34.68	34.30	35.78	15.77	11.11	11.01	14.86	14.49	10.09
Grade 8	2600.	2595.	2613.	30.74	34.38	36.71	34.63	30.80	37.68	19.07	15.63	10.63	15.56	19.20	14.98
All Grades	N/A	N/A	N/A	32.57	37.12	40.00	34.66	32.48	36.71	17.54	13.46	10.82	15.24	16.94	12.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	46.82	54.11	50.00	36.36	30.43	37.50	16.82	15.46	12.50
Grade 8	44.71	46.19	49.27	34.51	31.39	33.17	20.78	22.42	17.56
All Grades	45.68	50.00	49.64	35.37	30.93	35.39	18.95	19.07	14.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	42.92	54.63	48.17	38.81	30.24	39.91	18.26	15.12	11.93
Grade 8	42.35	41.44	38.83	37.65	36.49	45.15	20.00	22.07	16.02
All Grades	42.62	47.78	43.63	38.19	33.49	42.45	19.20	18.74	13.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	32.73	29.13	29.03	54.55	59.71	62.67	12.73	11.17	8.29
Grade 8	30.59	35.87	34.95	59.22	49.78	52.43	10.20	14.35	12.62
All Grades	31.58	32.63	31.91	57.05	54.55	57.68	11.37	12.82	10.40

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 7	46.82	49.03	53.00	38.18	39.32	38.71	15.00	11.65	8.29
Grade 8	41.34	40.99	45.37	40.55	40.09	39.51	18.11	18.92	15.12
All Grades	43.88	44.86	49.29	39.45	39.72	39.10	16.67	15.42	11.61

Conclusions based on this data:

1. Continue to have a high percentage of students participating in CAASPP testing.

2. Have seen an increase in the percentage of students with standard exceeded and standard met.

3. 18-19 School year shows a drop in the % Below Standard in all categories.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	236	211	231	224	208	218	223	207	218	94.9	98.6	94.4
Grade 8	270	236	221	258	225	211	255	225	211	95.6	95.3	95.5
All Grades	506	447	452	482	433	429	478	432	429	95.3	96.9	94.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2610.	2626.	2618.	50.67	55.56	48.62	19.73	19.81	21.56	13.90	10.63	18.35	15.70	14.01	11.47
Grade 8	2633.	2624.	2649.	52.94	50.22	59.72	17.65	15.11	12.32	12.55	12.44	9.95	16.86	22.22	18.01
All Grades	N/A	N/A	N/A	51.88	52.78	54.08	18.62	17.36	17.02	13.18	11.57	14.22	16.32	18.29	14.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	57.92	64.73	56.22	22.62	18.36	27.19	19.46	16.91	16.59
Grade 8	57.77	54.91	64.11	23.90	21.88	16.27	18.33	23.21	19.62
All Grades	57.84	59.63	60.09	23.31	20.19	21.83	18.86	20.19	18.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	52.91	56.04	48.17	30.04	29.47	38.07	17.04	14.49	13.76
Grade 8	50.79	53.33	55.45	32.28	26.67	26.07	16.93	20.00	18.48
All Grades	51.78	54.63	51.75	31.24	28.01	32.17	16.98	17.36	16.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	47.09	51.69	45.16	39.91	37.68	45.16	13.00	10.63	9.68
Grade 8	50.79	49.11	56.67	34.52	32.14	28.10	14.68	18.75	15.24
All Grades	49.05	50.35	50.82	37.05	34.80	36.77	13.89	14.85	12.41

Conclusions based on this data:

1. Overall students are doing very well in mathematics 71% of the students have met standard or above.

2. The % of students who did not met standard went down by 4%.

3. Need to further research the subgroups of students in the standards not met group.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	*	*	*	*	*	*	*	8
Grade 8	1608.3	*	1610.1	*	1605.8	*	11	5
Grade 9	*	1587.6	*	1590.5	*	1584.4	*	12
All Grades							24	25

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*		*	*	*
8	*	*	*	*		*		*	11	*
9	*	33.33	*	41.67		25.00		0.00	*	12
All Grades	62.50	36.00	*	44.00		20.00		0.00	24	25

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*		*		*	11	*
9	*	50.00		41.67		0.00		8.33	*	12
All Grades	75.00	48.00	*	44.00		4.00		4.00	24	25

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*		*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	11	*
9	*	8.33	*	41.67	*	41.67		8.33	*	12
All Grades	58.33	16.00	*	24.00	*	48.00	*	12.00	24	25

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*		*	11	*
9	*	8.33	*	91.67		0.00	*	12
All Grades	54.17	24.00	45.83	68.00		8.00	24	25

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*		*	11	*
9	*	91.67	*	0.00		8.33	*	12
All Grades	91.67	84.00	*	12.00		4.00	24	25

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	11	*
9	*	16.67	*	66.67		16.67	*	12
All Grades	58.33	20.00	*	48.00	*	32.00	24	25

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*		*	11	*
9	*	16.67	*	75.00		8.33	*	12
All Grades	*	12.00	70.83	84.00		4.00	24	25

Conclusions based on this data:

1. Subgroup too small to draw a conclusion on this data and not enough years of data yet.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
700	**21.7**	**4.7**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	33	4.7
Foster Youth	3	0.4
Homeless	1	0.1
Socioeconomically Disadvantaged	152	21.7
Students with Disabilities	89	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	1.9
American Indian	6	0.9
Asian	165	23.6
Filipino	6	0.9
Hispanic	131	18.7
Two or More Races	49	7.0
Pacific Islander	2	0.3
White	328	46.9

Conclusions based on this data:

1. Socioeconomically disadvantaged % population is increasing.

2. With the help of MTSS we need to make sure all students are being supported.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Blue		

Conclusions based on this data:

1. Chronic Absenteeism shows improvement over the last couple of years.

2. Overall academic performance is very high. Need to look into the performance increases of each subgroup in more detail.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Orange	No Performance Color
54.6 points above standard	64 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++13.9 points	Declined -7 points	2
425	31	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	22.2 points below standard	77.6 points below standard
1	Increased Significantly ++18.2 points	Increased Significantly ++31.3 points
	85	59

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	109 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7	3	Maintained ++2.4 points	3
		104	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
33.2 points below standard	66.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	62.6 points above standard
Increased Significantly ++18.1 points	Increased ++9.9 points	2	Increased ++12.8 points
75	39		192

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	39.3 points below standard	51.6 points above standard
9	Declined Significantly -48.4 points	Increased ++14 points
	22	319

Conclusions based on this data:

**1.** Increases in Students with Disabilities, HIspanic, and socioeconomic disadvantaged students.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	4	0	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Yellow	No Performance Color
56.6 points above standard	48.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.3 points	Increased ++11.8 points	
429	31	2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	30.7 points below standard	90.8 points below standard
	Increased Significantly ++22 points	Increased Significantly ++41.1 points
1	85	59

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	139.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7	3	Increased ++3.6 points	3
		104	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
48 points below standard	46.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	63 points above standard
Increased ++8.8 points	Increased Significantly ++15.7 points	2	Increased ++5.7 points
75	39		196

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	26.6 points below standard	49.3 points above standard
9	Declined Significantly -55.6 points	Increased ++8.6 points
	22	323

Conclusions based on this data:

1. Large gain seen in student with disabilities.

2. Moderate gains seen in EL students and Socio-economically disadvantaged students.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
70.6 making progress towards English language proficiency
Number of EL Students: 17
Performance Level: Low
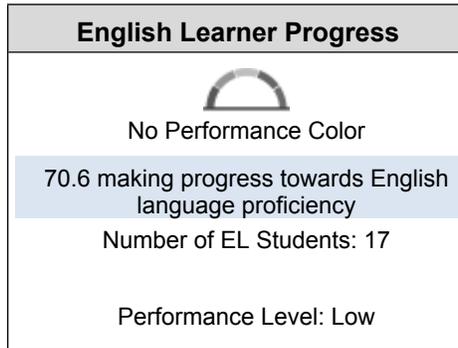
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	1	3	9

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
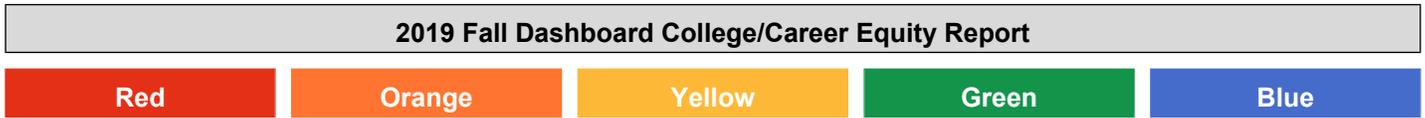
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

**Conclusions based on this data:**

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	4	0	1
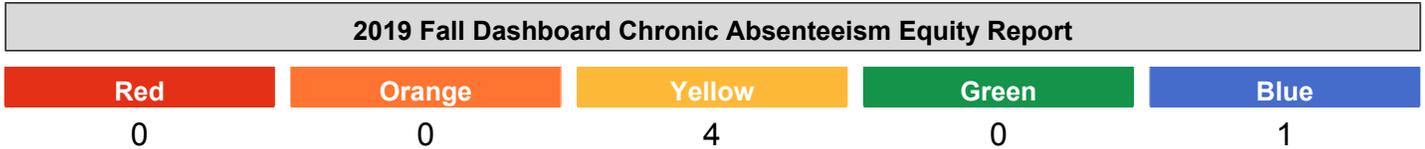
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
7.1	15.8	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.5	Declined -13.4	
464	19	2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	16.7	17.1
	Declined -2.3	Declined -7.9
2	102	70

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.9	Less than 11 Students - Data Not Displayed for Privacy
7	3	Maintained -0.1	3
		110	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
19	4.5	Less than 11 Students - Data Not Displayed for Privacy	6.6
Declined -1.4	Declined -12.8	2	Maintained -0.4
84	44		211

Conclusions based on this data:

1. Overall saw declines in chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
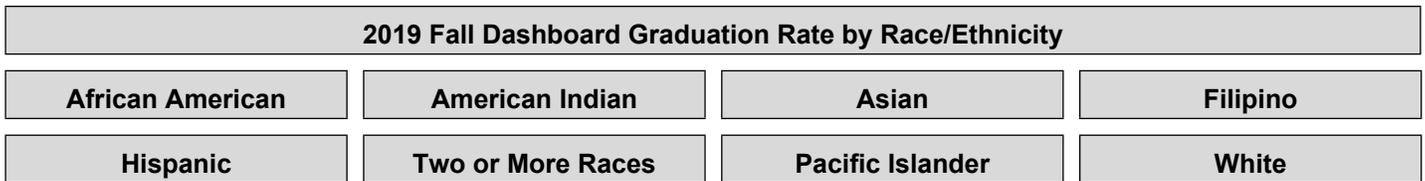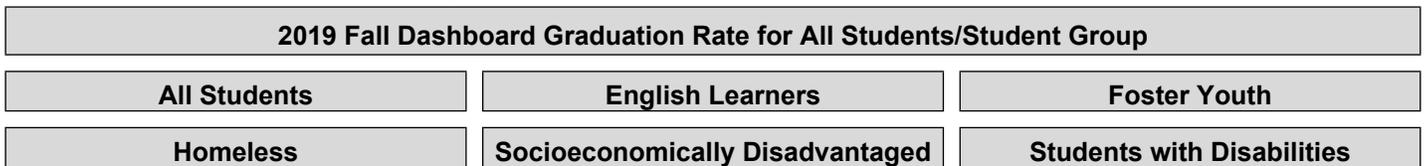
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1. N/A
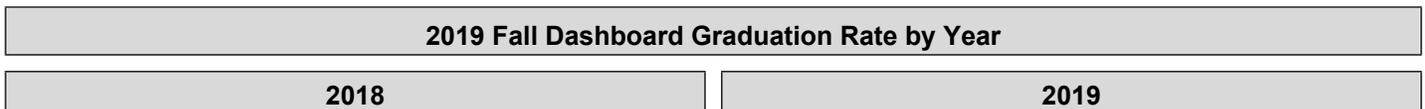
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	3	1	0
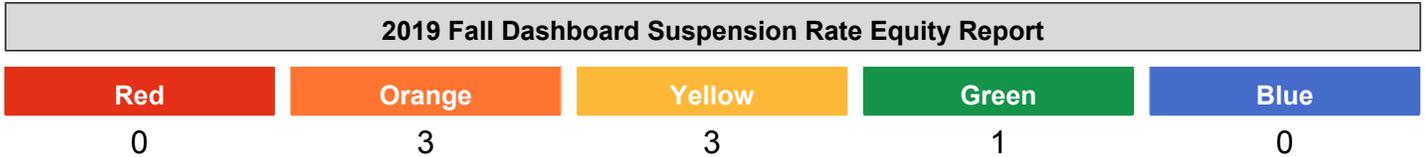
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
3.9	8.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.7	Declined -4.4	4
717	37	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	8.8	11.9
2	Declined -1.1	Increased +2
	171	101

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Yellow	No Performance Color
15.4	Less than 11 Students - Data Not Displayed for Privacy 6	1.8	Less than 11 Students - Data Not Displayed for Privacy 6
Increased +4.3		Increased +0.5	
13		166	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	No Performance Color	Green
9	9.3	Less than 11 Students - Data Not Displayed for Privacy 2	1.5
Increased +1	Maintained -0.1		Maintained -0.1
134	54		336

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	3.9

Conclusions based on this data:

1. Continue to use restorative practices.

2. Investigate what is defined as a suspension. Does this data include home suspensions, in-school suspensions, and classroom suspensions?

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Teaching & Learning

Goal Statement

To increase student preparation for college and careers, Holmes will work on supporting the district Graduate Profile and technologies associated with the district Graduate Profile. We will expand the number of Chromebooks available for students on campus. Holmes staff will be provided professional development on new systems used for curriculum delivery systems. Holmes staff will work to provide a Maker Space for students that provide resources/space for all students to use creativity and innovation to solve problems.

LCAP Goal

All students will experience 21st Century Teaching and Learning.

Basis for this Goal

Staff discussion and collaboration, classroom observations, need for a maker space.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of students using Maker Space.	Data will be collected throughout the year of how many students are using the Maker Space	By end of fall semester, 10 students will be using Maker Space at least once a week.
Adoption of new learning management system.	Collect data on parts on the learning management system being utilized by staff.	Professional development will be provided on how to use new system by staff members.

Planned Strategies/Activities

Strategy/Activity 1

Maker Space room will be open twice a week after school to encourage students to be innovative and creative.

Students to be Served by this Strategy/Activity

All students. Target group- unduplicated students

Timeline

Start Date : August 2020 Completion Date : June 2021

Person(s) Responsible

Principal, counselors, Teacher

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Description	VSA for staff for maker space hours

Amount	1500
Source	LCFF - Supplemental
Description	Maker space student supplies.

Strategy/Activity 2

Professional Development to teach teachers how to effectively use the new learning management system.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : August 2020 Completion Date : June 2021

Person(s) Responsible

Principal, lead teacher

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Description	VSA for lead teacher to design and implement professional development for other teachers.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Opportunity and Achievement Gap

Goal Statement

By targeting in-class instructional methods and continuing to support our struggling students, Holmes continues to reduce the opportunity gap between subgroups. Our MTSS team has set improving academic literacy in all core subjects as one of the goals we will continue to work on as a staff. We will work to provide opportunities for every student to be successful by removing barriers, providing services, assessing needs, facilitating appropriate interventions, and improving instructional strategies used in every classroom.

LCAP Goal

DJUSD educators will close the achievment/opportunity gap.

Basis for this Goal

Data used to form this goal: CAASPP results, class performance, EL reclassification data, staff meetings and collaboration, CA state dashboard, MTSS team

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP English Scores	Data from the last 3 years	Maintain the recent increases seen in subgroups.
CAASPP Math Scores	Data from the last 3 years	Maintain the recent increases seen in subgroups.
School Suspension rates	Average for the last 4 years	Decrease the number of overall suspensions
Youth Truth Survey	Data from the last years	Increase engagement and connections in all grade levels.
Attendance Rates	Data from the last 3 years	Decrease the number of chronically absent students
SRI scores	Data from last 3 years	Decrease the number of struggling readers

Planned Strategies/Activities

Strategy/Activity 1

MTSS: Improving Academic Literacy Support
1. Professional Development to continue supporting increasing reading comprehension for all students. Including training for more teachers in Reading Apprenticeship program.
2. Continue support for co-teaching one period of English 9.
3. Maintain and enrich library collections for all students.
4. Increase vocabulary development and enrichment for all students throughout all subject matters.
5. Provide additional support for the struggling readers.

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2020 Completion Date : June 2021

Person(s) Responsible

Administration, certificated and classified staff, Librarian, District instructional coaches, EL coordinator, AVID teacher, support class teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Library supplies and books

Amount	3000
Source	LCFF - Base
Description	VSA for staff to provide PD for Reading Apprenticeship Program and other trainings to promote secondary reading/literacy across all curriculum areas.

Amount	2460
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for co-taught, support classes, and any classroom supplies to benefit the unduplicated students.

Amount	19000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.2 FTE Intervention Teachers

Strategy/Activity 2

MTSS: Improving math differentiation methods for students struggling in CC2 and CC3.
1. Continue to support co-teaching in one section of CC3.
2, Use of data provided by CAASPP, MDTP to improve instruction.

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2020 Completion Date : June 2021

Person(s) Responsible

Administration, certificated and classified staff, Librarian, District instructional coaches, EL coordinator, AVID teacher, support class teachers

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF - Supplemental
Description	MTSS Data Collection and Analysis VSA/ Standards Based Grading VSA

Strategy/Activity 3

Academic Conferencing: To pay for conferences and substitutes for Holmes staff to increase their knowledge relating to goals outlined in the SPSA plan for 20-21.

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2020 Completion Date : June 2021

Person(s) Responsible

Adminstration

Proposed Expenditures for this Strategy/Activity

Amount	6200
Source	District Funded
Description	Academic Conferences

Strategy/Activity 4

Provide services for EL students, including but not limited to testing ELPAC, and reclassifying students when they have met their goals.

Students to be Served by this Strategy/Activity

EL students

Timeline

Start Date : August /2020 Completion Date : June 2021

Person(s) Responsible

EL coordinator, administration

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	District Funded
Description	Site EL Coordinator VSA

Strategy/Activity 5

Coordinate successful implementation of AVID program:
* AVID Coordinator .2 FTE
* AVID Tutors (1 tutor per 7 students)
* AVID materials, resource texts, field trips
(not including subs)
* AVID Summer Institute
(5 participants, including administrator)
* YCOE AVID Colaborative PD
(not including subs)

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2020 Completion Date : June 2021

Person(s) Responsible

AVID teacher/Coordinator , AVID Site Team, Principal

Proposed Expenditures for this Strategy/Activity

Amount	17000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	AVID Program Coordinator, .2 FTE
Amount	3000

Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	AVID Tutors

Amount	2500
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)

Amount	0
Source	District Funded
Description	AVID Summer Institute - No summer conference 2020

Amount	600
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Sacramento County Office of Education Collaborative AVID Professional Development (not including subs)

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Inclusive and Safe School Environments

Goal Statement

Holmes will continue to support WEB (Where Everybody Belongs), HSA (Holmes School Advocates), athletics, ASB and Leadership, and introduce Patriot PRIDE through the adoption of PBIS (Positive Behavioral Interventions and Supports).

LCAP Goal

All classrooms and school communities will be a safe and inclusive environments.

Basis for this Goal

School and District rules and procedures; attendance data; Youth Truth survey, evaluations from WEB, Suspension and referral rates; PBIS training meetings, rate of athletic participation HSA meetings

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth Truth Survey	Youth Truth data from the last 3 years	Increase engagement and connections in all grade levels
Attendance	Attendance data from the last 3 years	Decrease the number of chronically absent students
School Suspension	Suspension rates from previous school years	Decrease the number of overall suspensions
Office referral data	Year 1 data from SWIS collection system associated with PBIS	Start to compile SWIS data to determine areas that need to be worked on.

Planned Strategies/Activities

Strategy/Activity 1

Continue to develop and implement WEB program for incoming 7th graders.
Continue to support Holmes student advocates to address bullying and student connectedness issues.
Continue to support Holmes counseling time to support SEL.
Identify those students not succeeding each quarter for counselor and staff to focus on.
Seek ways to have students and families feel more connected to Holmes community

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2020 Completion Date : June 2021

Person(s) Responsible

Administration, WEB leaders, HSA family leaders, counselors

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	LCFF - Base
Description	WEB leadership VSA

Amount	4000
Source	LCFF - Base
Description	Holmes Student Advocates VSA

Amount	6000
Source	LCFF - Supplemental
Description	Social Emotional Learning VSA

Strategy/Activity 2

Seek ways to have students and families feel more connected to Holmes community
Develop lesson plans to implement PBIS
Provide training to staff

Students to be Served by this Strategy/Activity

All students (focus on unduplicated and students not experiencing academic success)

Timeline

Start Date : August 2020 Completion Date : June 2021

Person(s) Responsible

MTSS team, PBIS team, Administrators

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Description	VSA for MTSS/PBIS staff who complies data to be used during professional development

Amount	654
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies

Description

Supplies for positive reinforcement

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

Goal #1
- 90% of 9th grade who graduate from Holmes will successfully complete a 9TH GRADE English class with a grade of C or better.
- Students receiving standard not met on the CAASPP ELA and Math will be identified and given the needed support to increase their scores by 10%.

* Teachers involved in the Reading Apprenticeship program will provide professional development to staff to make curriculum accessible to more low level reading students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
9th Grade Fall Semester English grades	Increase the percentage of students with a C or better by Fall Semester January 2020	91.5% of 9th graders passed English 9 with a C or higher
Continue to use Accelerated Reader.	Analyze if the data supports continue use of the program.	Decided not to renew due not enough teachers using
CAASPP	An decrease in the number of students who score Standard Not Met	ELA Standard not met 17-18 17.0% 18-19 12.5% Math Standard not met 17-18 18.3% 18-19 14.7%

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. Focus on vocabulary development in English and English Language Development classes. 2. 9th grade English class co-taught with a RSP teacher. 3. Provide technology access for socioeconomically disadvantaged students in core classes through extended hours in the library, the laptop cart, and Accelerated Reader. 4. Maintain and enrich library collections for all students.	All strategies used	Support Teacher and Co-Teaching Training/Planning VSA LCFF - Base 2,000	Went toward chromebooks LCFF - Base 2000
		Library Supplies & Books LCFF - Base 2,000	LCFF - Base 2000
		Reading Professional Development LCFF - Supplemental 2,000	1400 Vocabulary LCFF - Supplemental 1400
		Renaissance Accelerated Reader LCFF - Supplemental 3500	Renaissance and Scholastic Magazine LCFF - Supplemental 3500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
5. Staff trained in the Reading Apprenticeship program. 6. Use of MTSS strategies to identify the students who are struggling and to put supports in place.			
Evaluate effectiveness of interventions & site council actions.	All strategies used	Department Budgets Local Categorical 14460	Department Budgets LCFF - Supplemental 14460
A Junior High School Reading Intervention class will be offered to provide reading support to struggling readers at the junior high schools. District- and reading teacher-selected reading intervention curriculum and assessments will be used to boost the reading skills of students who are identified as qualifying for the class.	All strategies used	Intervention Teacher, .2 FTE District Funded 19,000	Intervention Teacher, .2 FTE District Funded 19000
		Academic Conferencing District Funded 8200	Academic Conferencing- amount reduced at beginning of year District Funded 6200

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All of these expenditures worked toward our MTSS goal of increasing access for all students to reading/literacy in content areas.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Entire staff embraced professional development in this area. District instructional coaches provided professional development and training that teachers/staff could directly implement in their classroom to help students access reading content.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to COVID- 19 not all of the trainings took place so instead we put the money toward buying a chromebook cart with 32 computers in it.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal to work on reading and literacy will stay the same next year. We will continue to provide professional development in this area at Holmes. We also will begin to look at standards base grading in math.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

SCHOOL GOAL #2

- Value each person responsible for the education of our students by recognizing their work in promoting a community of respect, trust, and inquiry based practice. Recognition

will be embedded in collaborative practices, professional growth, and effective communication networks.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Youth Truth Survey	Continue to increase school culture	Highest rated themes: Belonging & Peer Collaboration and Culture
Attendance	Increase the number of students who are chronically absent	CA dashboard shows an improvement
School Suspension	Decrease the number of overall suspensions	Overall decrease of suspensions, but data may not be accurate due to COVID-19

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. Analyze results of student, staff and parent surveys concerning climate and the learning environment as available. Monthly Positive School Climate Committee meetings of parents, students, teacher and administrator. 2. Promote a sense of student "belonging" through: 7th grade WEB, Mix-It-Up days, lunch intramural program, after school sports and clubs, Holmes Student Advocates and Leadership classes. 3. Administrator & counselor classroom visits for 7th, 8th , and 9th To share behavioral expectations early in school year with an	Used all strategies	Educational Supplies LCFF - Supplemental 1335	Educational supplies for support classes LCFF - Supplemental 1150
		WEB leadership VSA LCFF - Base 8000	WEB Leadership VSA LCFF - Base 8000
		Holmes Student Advocates VSA LCFF - Base 4000	Holmes Student Advocates VSA LCFF - Base 4000
		Recovery Happens Counseling LCFF - Supplemental 8000	$1000 Recovery Happens $7000 Counseling Time LCFF - Supplemental 8000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
emphasis on safety and civility. Frequent bulletin reminders of safety tips. 4. UCD interns provide after school tutoring in the library. 5. Increase communication with parents. 6. Provide access to students who need drug/alcohol counseling through Recovery Happens			
Establish a "culture of excellence' for all so student work is acknowledged and encouraged beyond the CST's. 1. Identify those students not succeeding each quarter for counselor and staff focus. 2. Seek ways to have students feel more connected to our Holmes community. 3. Elicit names from 6th grade teachers of students at-risk and provide Summer Boot Camp with a focus on adjusting to Jr High, study skills and math reasoning. 4. Encourage an environment of student responsibility.	Used all strategies	VSA- student engagement/Positive climate supplies LCFF - Base 2798	VSA- student engagement/Positive climate supplies $1500 and $1100 towards computers LCFF - Base 2600
1. Provide a "robust" information system to staff and parents so individual and cohort information is readily available through CDE data, Site Plan, School Loop, and Illuminate. 2. Provide training to staff.	Used all strategies	VSA for MTSS staff who complies data and provide professional development LCFF - Supplemental 2000	$500 for MTSS and rest toward computer cart LCFF - Supplemental 2000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3. Provided by MTSS team.			
Site EL Coordinator will provide mandated site services by coordinating and monitoring the English Learner program. The Site EL Coordinator will work in support of the site EL staff and the site principal, assessing students, directing EL para-educators, monitoring RFEP students, conducting parent meetings, conduct monthly site EL meetings, overseeing EL CPM efforts	Used all strategies	Site EL Coordinator VSA District Funded 1500	Site EL Coordinator VSA District Funded 1500
Coordinate successful implementation of AVID program: * AVID Coordinator .2 FTE * AVID Tutors (1 tutor per 7 students) * AVID materials, resource texts, field trips (not including subs) * AVID Summer Institute (5 participants, including administrator) * YCOE AVID Colaborative PD (not including subs)	Used all strategies	AVID Program Coordinator, .2 FTE District Funded 17000 AVID Tutors District Funded 3000 AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs) District Funded 3300 AVID Summer Institute District Funded 4000 Sacramento County Office of Education Collaborative AVID Professional Development (not including subs) District Funded 600	AVID Program Coordinator, .2 FTE District Funded AVID Tutors District Funded AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs) District Funded AVID Summer Institute District Funded Sacramento County Office of Education Collaborative AVID Professional Development (not including subs) District Funded

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall implementation went very will. A group of committed teachers have taken the lead in the WEB program and the HSA program. As a school we still need to work on implementing a stronger AVID program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Holmes needs to work on the correct recruitment of AVID students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to COVID- 19 not all of the trainings took place so instead we put the money toward buying a chromebook cart with 32 computers in it.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Holmes will continue to work on social emotional learning and create a safe environment for students. With the current pandemic this is going to be a very important goal to continue next year.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

1.Critical Thinking/Problem Solving

Students reason effectively in order to identify, define, and solve complex problems and essential questions.

2. Creativity and Innovation

Students take risks, explore multiple possibilities, challenge the status quo, and seek to continually improve processes and products. They deliberate through a design process to solve problems and act on creative ideas.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. Maker space will be open after school and in the morning to encourage students to be innovative and creative. Eye to Eye available to students one day a week.	Due to COVID-19 Holmes never used the money set aside to open up are Maker Space to all students. Eye to Eye did use it once a week throughout the school year.	VSA for maker space LCFF - Supplemental 2500	Put toward computers LCFF - Supplemental 2500
		Maker Space Supplies LCFF - Supplemental 705	Put toward computers LCFF - Supplemental 705
		Eye to Eye program that works with students with ADD and disabilities. Gaining employable skills through art projects. LCFF - Supplemental 500	Eye to Eye LCFF - Supplemental 500

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Eye to Eye program was very successful and implemented from the start of the school year until March.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to Covid-19 the Maker Space was not open to all student. The VP has worked hard during the month of April to clean and organize the room that will be used for Maker Space next year so we are ready to go.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Even though we did not accomplish this entire goal it is an important goal to keep in the plan so students have access to materials after school help them be innovative and creative while completing their classwork.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	85,914.00

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	0	-49,800.00
LCFF - Base	17654	0.00
LCFF - Supplemental	18460	0.00
Local Categorical	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	49,800.00
LCFF - Base	17,654.00
LCFF - Supplemental	18,460.00

Expenditures by Budget Reference

Budget Reference	Amount
	32,700.00
1000-1999: Certificated Personnel Salaries	36,000.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	7,614.00
5800: Professional/Consulting Services And Operating Expenditures	600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	District Funded	7,700.00
1000-1999: Certificated Personnel Salaries	District Funded	36,000.00
2000-2999: Classified Personnel Salaries	District Funded	3,000.00
4000-4999: Books And Supplies	District Funded	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	600.00
	LCFF - Base	15,000.00
4000-4999: Books And Supplies	LCFF - Base	2,654.00
	LCFF - Supplemental	6,000.00
	LCFF - Supplemental	10,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,460.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jean Kennedy	Principal
Ellen Shields	Other School Staff
Mindy Dufresne	Classroom Teacher
Ann Holte	Classroom Teacher
Mike Fee	Parent or Community Member
Stephanie Schoen	Parent or Community Member
Joy Klineberg	Parent or Community Member
Craig Haley	Other School Staff
Paras Sajjan	Secondary Student
Ava Portello	Secondary Student
Staya Jackson-Dunning	Secondary Student
Jennifer Roach	Parent or Community Member
Bret Hewitt	Parent or Community Member
Kimiko Yamamoto	Classroom Teacher
Sophie Javers	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: School Climate Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Jean Kennedy on May 27, 2020
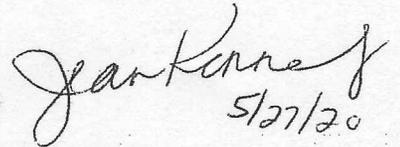
SSC Chairperson, Stephanie Schoen on May 27, 2020
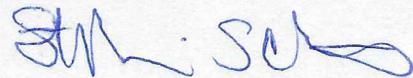
Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
   • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
   • Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
   • Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
   • Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program